#### Guided Activity 2.1: Interpreting research: Your Notes

**For the instructions about how to complete this activity** see **Guided Activity 2.1** in

Aubrey-Smith, F. & Twining, P. (2024) *From EdTech to PedTech: Changing the way we think about digital technology.* Routledge.

Available from <https://routledge.pub/From-EdTech-to-PedTech> (hardback, paperback, Kindle or eBook).

| **Focus** | **QUESTIONS TO ASK** | **YOUR NOTES** |
| --- | --- | --- |
| **Reference** | What are the Title, Author(s), Date of Publication and Publisher (each of these affect the content!) |  |
| **The research question** | What is the study trying to find out? |  |
| **Potential biases** | Who funded the research? |  |
|  | Who carried out the research? |  |
|  | Why did they do the research? |  |
|  | What biases might they have had? |  |
|  | How might those have affected the research? |  |
| **What is already known about the issue?** | Have they explored findings from previous research? |  |
| To what extend do they consider and weigh up contrasting studies? |  |
|  | Have they excluded studies that don’t include statistical data? *(Many systematic reviews exclude qualitative research)* |  |
|  | How might these details have affected the research and its findings? |  |
| **Philosophical stance** | What is the underpinning theoretical stance? *(e.g. Positivist - Interpretivist)* |  |
|  | How might this affect how the research is designed and conducted, and the consequent findings?  |  |
| **Design** | To what extent is the research design appropriate? |  |
|  | To what extent have they clearly explained what they did? *(Could you copy the procedure?)* |  |
|  | To what extent were they rigorous? |  |
|  | To what extent were they ethical? |  |
|  | How might these details have affected the research and its findings? |  |
| **Analysis** | Do they clearly explain how they analysed the data, in a way that is transparent and credible? |  |
|  | Do you have a feel for the scope and depth of the data? |  |
|  | Have they probed below the surface to explore different interpretations? |  |
|  | Have they demonstrated consideration of all of their data or cherry-picked bits that fit the story they are telling? |  |
| **Findings** | To what extent are the conclusions based on the data that they actually collected? *(You would be surprised how often research conclusions go beyond what the data analysis shows!)* |  |
|  | Would you have come to the same opinions based on the data they presented? |  |
|  | Why / Why not? |  |
| **Discussion** | To what extent do they discuss how their findings relate to findings in the existing literature? |  |
|  | To what extent do their findings align or contradict with what is already known? |  |
|  | If it contradicts previous research, do they explain and justify why their conclusions are more credible? |  |
| **Relevance** | To what extent do they clearly describe the context of their research and the kind of participants they were researching? |  |
|  | In what ways do they have features in common with your learners and your context? |  |
|  | How relevant is the research to your specific context - including your current learners? |  |
|  | Are there insights that might be relevant or challenge your thinking even if their context is different to yours? |  |
| **Actions that you will take forward in your own practice / research** |  |